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ABSTRACT

This sample guide is intended to assist local Kentucky education agencies to establish policies and procedures to fulfill the legal requirements of Child Find, a federally mandated program to locate, identify, and evaluate children with disabilities. Generally provided for each legal requirement are an example of the concept, suggestions for meeting the requirement, and at least one specific manner in which procedures might be organized in a hypothetical school district. The first section provides an overview and definitions of the Child Find system. Next, the functions of the Director of Special Education are delineated. The third section focuses on locating eligible children including awareness activities, public notice content, distribution, and inschool activities. The fourth section details identification procedures including intake, resident and non-resident status, and procedures specific to various age groupings. The following two sections briefly address screening and evaluation. The Child Tracking System is detailed in the seventh section including guidelines for using data, developing a computerized tracking system, establishing timelines, and preparing federal, state, local, quarterly, monthly, and annual reports. Finally, the section on program evaluation covers the evaluation process, program goals and outcomes, evaluation questions, data analysis, and reports. Appendices offer a sample public notice, a news release, an intake form, and data elements. (DB)

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CHILD IDENTIFICATION

Sample Procedures

A Technical Assistance Document

OFFICE OF EDUCATION FOR EXCEPTIONAL CHILDREN

BUREAU OF INSTRUCTION

KENTUCKY

DEPARTMENT OF EDUCATION

January

1991

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INTRODUCTION

In October 1990, Public Law (P.L.) 101-476 was signed into law. This amendment to the Education of the Handicapped Act made some major changes to the Act, including changing the title to the Individuals with Disabilities Education Act (IDEA). Another primary change was the substitution of the term "children with disabilities" for the term "handicapped children."

The Education of the Handicapped Act, as amended, mandates a free appropriate public education for all children and youth who have educational disabilities (handicaps). In keeping with this mandate, the law requires both state and local education agencies to establish what is referred to in Kentucky as a "child find" system. This system includes procedures to locate, identify, and evaluate children and youth, birth through twenty-one (21), who may be disabled (handicapped) and in need of special education and related services. This document addresses locating and identifying such children and youth. Evaluation is described in another document.

The mandate to serve all school age children and youth who have educational disabilities (handicaps) is meaningless without an ongoing, systematic process to identify and locate children and youth potentially in need of special education and related services. Congress noted in the Education of the Handicapped Act that a notable discrepancy existed between the number of children and youth projected to be in need of specially designed instruction and related services and the actual number of children and youth identified as having disabilities (handicaps). It is not clear if this discrepancy resulted from faulty projections or from failure of Child Find systems to effectively locate and identify children and youth who have disabilities (handicaps). Nevertheless, it is important that state and local education agencies evaluate their Child Find systems to determine whether they are indeed effective in identifying children and youth who have disabilities (handicaps).

In a 1988 report to Congress, the U.S. Office of Special Education Programs indicated that while the educational goal of the 70's and 80's was to serve school age children and youth who have disabilities (handicaps), the goal of the 90's focuses on providing services for infants, toddlers, and preschool children with disabilities (handicaps), as evidenced by the passage of P.L. 99-457. Although the 1975 statutes mandated services for school age children and youth, the Child Find requirement included children and youth from birth through twenty-one (21) years of age. One reason for the expanded age range was to enable states and local school districts to be aware of and plan for younger children who may eventually require special education and related services. The

development of a comprehensive Child Find system is paramount to successful implementation of programs for preschool children who have disabilities (handicaps).

Child Find is an active, ongoing process which serves three primary functions:

1. To promote public awareness of disabilities (handicaps) and involve the public in identifying children and youth who have disabilities (handicaps);

2. To identify the infant, toddler and preschool population and make referrals to appropriate sources for services; and

3. To identify unserved school-age children and youth.

A successful Child Find system includes a variety of activities designed to facilitate location, identification, and evaluation of children and youth who may have educational disabilities (handicaps). A brief description of these activities follows.

AWARENESS. Activities designed and conducted to enhance the understanding of the community and of school district personnel relative to the needs of individuals who have disabilities (handicaps) are crucial to a Child Find system. Support from these target groups is essential for success in establishing an ongoing referral process to sustain the Child Find system.

It is important to stimulate the interest of the community to locate and identify preschool children who may have disabilities (handicaps). Similarly, it is important to facilitate the active involvement of school district personnel in Child Find if the system is to function successfully in locating and identifying school age children and youth.

INTERAGENCY COLLABORATION. Combining agency resources and coordinating efforts contributes significantly to the effectiveness of a Child Find system. The establishment of an interagency Task Force is one way to facilitate and maintain working relationships among agencies. Such a Task Force can clarify agency roles and responsibilities and also organize joint activities to implement an awareness campaign, an interagency referral system, screening programs, and other activities related to Child Find.

REFERRAL. The location, identification, and evaluation of children and youth who have disabilities (handicaps) is dependent on a functional referral process. Referrals may be generated by members of the community at large, parents, service and care providers outside the school system, or from school district personnel.

SCREENING. A key element in a Child Find system includes the use of the local school district's screening process for all students enrolled in the district. It includes screening activities conducted by other community agencies such as the Health Departments, Head Start, Lions Clubs. It also includes accessing data systems such as high risk registers. Screening is a systematic process in which rapid, efficient procedures are used to yield information about a particular area such as hearing, vision, and general health.

EVALUATION. A final part of an effective Child Find system is evaluation. Through the evaluation process, a determination is made regarding the nature, type, and severity of a disability (handicapping condition).

The rationale underlying state and federal requirements for developing a comprehensive Child Find system is the importance of identifying children who have disabilities (handicaps) as early as possible and facilitating the timely provision of appropriate programs and services. The responsibility for the development and implementation of a successful Child Find system must be shared mutually by public and private agencies at the federal, state, and local level. However, the ultimate legal responsibility for conducting Child Find activities is vested in the local education agency.

This document presents procedures for a hypothetical school district named Radison Public School District. The document describes how Radison Public School District meets its responsibilities for the Legal Obligations and Standards under 2.0 Child Identification. These procedures are only ONE way in which a local education agency could meet its obligation to locate, identify, and evaluate all children and youth, birth through twenty one (21), who have disabilities (handicaps) requiring special education and related services.

This document is a SAMPLE. The document has been developed to assist local education agencies as one way to fulfill the legal obligations. It does not contain all the possible ways a particular school district could meet its responsibilities. Local education agencies may choose to adopt or adapt any, all, or none of the procedures used in Radison Public School District.

These sample procedures are intended to:

1. Provide an example of the concept of procedures;

2. Offer suggestions to meet the various requirements; and

3. Offer one manner in which procedures could be organized.

References to legal obligations and standards are included in the document in parenthesis after section titles or subsection headings. Section titles are indicated by Roman numerals. Legal obligations and standards are cited by obligation numbers (e.g., 2.1) followed by a number symbol (#) and the standard number (e.g., #2B).

For example, 2.1 #2 refers to legal obligation 2.1 and all requirements under standard 2 of that obligation.

For example, 2.3 #2B refers to legal obligation 2.3 and the requirements in item B only of standard 2.

Legal obligation and standard citations following a section or subsection heading mean the entire section or subsection relates to the citation. This does not mean <u>all</u> requirements within the legal obligation and standards cited are addressed in the particular section or subsection. Procedures to meet some of the standards are embedded throughout the sections and subsections; thus, some legal obligations and standards have multiple citations.

Special thanks go to the Area Program Consultants, local education agency personnel, and Office of Education for Exceptional Children staff who worked so diligently to prepare this set of sample procedures.

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RADISON PUBLIC SCHOOL DISTRICT

2.0 CHILD IDENTIFICATION PROCEDURES

I. THE CHILD FIND SYSTEM OVERVIEW AND DEFINITIONS (2.1 #1-2; 2.1.1 #1-2; and 2.3 #2)

Radison Public School District personnel meet each requirement related to Child Identification by establishing policy and implementing the following procedures. Policies and procedures are reviewed and revised as needed according to procedures in 12.0 Part B Funds.

The Radison Public School District's (RPSD) CHILD FIND System applies to any child or youth who:

a. has a disability, regardless of the severity, and needs specially designed instruction and related services to receive a free appropriate public education;

b. is birth through twenty-one; and

c. resides within the geographical boundaries of the RPSD.

"Who resides" means an infant, toddler, child, or youth who sleeps in a home, facility, residence, or elsewhere in Radison County. The System includes children and youth attending private and parochial schools, preschools, day care centers, and other programs.

The CHILD FIND System is used to locate, identify, and evaluate any child or youth who may have a disability and needs specially designed instruction and related services. The CHILD FIND System is ongoing throughout the calendar year.

Locate means to obtain the name and determine the physical location of any child or youth who may have a disability and need specially designed instruction and related services.

Identify means to collect and use all available information to decide if a child or youth should be referred as a candidate for special education because of a suspected disability and a possible need for specially designed instruction.

Evaluate means to conduct a multidisciplinary assessment to collect information that is needed to decide if the child or youth, in fact, has a disability and needs specially designed instruction and related services.

RPSD personnel use a Child Tracking System (CTS) throughout the year to determine the status of all children and youth located through the CHILD FIND process.

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All RPSD personnel are trained in procedures on due process and confidentiality of personally identifiable information as described in Sections 3.0 Due Process and 9.0 Confidentiality.

II. ADMINISTRATION: DIRECTOR OF SPECIAL EDUCATION 1.1 #2)

The Director of Special Education (DoSE) is the district administrator designated by the Superintendent as responsible for the CHILD FIND System. The specific responsibilities for coordinating the CHILD FIND System are described in the DoSE's job description, which is reviewed, and revised when needed, at least annually by the Superintendent and DoSE.

The DoSE's administrative responsibilities include establishing and maintaining linkages to facilitate location, identification, and evaluation of children and youth who may have a disability and need specially designed instruction and related services. These linkages are established and maintained among personnel within the district, as well as, with personnel in other public and private agencies and facilities within the district's boundaries.

Documentation

The DoSE maintains files on CHILD FIND activities. These files include Task Force activities; any correspondence related to CHILD FIND; training materials, agendas, rosters of attendance, and evaluations; dissemination logs; and copies of all information and materials disseminated. Copies are filed in the DoSE's files at the central office.

Information, including correspondence, which relates to an individual child or youth is filed and maintained in the DoSE's secretary in the CTS and in locked, secure files inside the DoSE's office. When a child or youth is referred to a School Based Admissions and Release Committee (SBARC), the DoSE sends individual child information to the chairperson of that SBARC according to district procedures for transfer of records as described in 9.0 Confidentiality.

III. LOCATION (2.1.1 #2A and #5)

Ongoing location activities include:

1. making the public and school personnel aware of the characteristics of children and youth who have disabilities who may need specially designed instruction and related services;

2. using information that is collected on all children and

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youth enrolled in the district to locate any child or youth who has a disability who needs specially designed instruction and related services; and

3. contacting other agencies, private and parochial schools, and other programs to obtain the names of children and youth.

CHILD FIND Task Force Members (2.1.1 #2C)

CHILD FIND Task Force members assist the DoSE in designing and implementing activities to carry out the CHILD FIND System. The Task Force members include representatives from:

a. district personnel,
b. civic organizations,
c. parent groups, and
d. other public and private agencies and facilities that are located within Radison County.

Each April, the DoSE notifies district personnel by memo about appointment to the Task Force. RPSD members are:

a. the DoSE,
b. the Director of Pupil Personnel (DPP),
c. the Early Childhood Coordinator (ECC),
d. the School Health Coordinator (SHC), and
e. the Instructional Supervisor in charge of testing.

Each April, the DoSE sends a letter to the chief administrator of civic organizations; parent groups; and other public and private agencies and facilities located, or serving children and youth, within the jurisdiction of RPSD. This letter invites a representative of the agency to participate on the Task Force and attend meetings in May and September. The letter is sent to the following:

a. Radison County Health Department,
b. Radison County Comprehensive Care Center,
c. Radison County Pediatrics Association,
d. St. Mary's Academy for Girls,
e. Radison County Head Start,
f. Radison County Lions Club,
g. Radison County Jaycees,
h. Big Bear Day Care,
i. Radison General Hospital (pediatrics),
j. Radison Child Development Center (Infant/Toddler Program),
k. Radison County Preschool Interagency Planning Council (PIPC), and
l. Tricounty Association for Parents of Children who have Disabilities.

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Task Force Purpose and Responsibilities (2.1.1 #2A and 2.4.1 #1)

The purpose of the Task Force is to involve community agencies and organizations in developing a plan and implementing activities to carry out the CHILD FIND System. Task Force members assist the DoSE in developing a plan which includes:

a. activities to create public awareness, including making non-English speaking and other populations who use another mode of communication aware of CHILD FIND efforts;

b. ongoing strategies to locate any child or youth who has a disability and needs specially designed instruction and related services;

c. implementation of strategies and activities such as distributing CHILD FIND materials and speaking at civic organization meetings and school staff meetings to create awareness about the needs of children and youth who have disabilities, and

d. evaluation of the effectiveness of the CHILD FIND system.

Awareness Activities (2.1.1 #2A-B and #5A-B)

Throughout the year, the DoSE and Task Force members carry out planned activities to make school personnel and the general public aware of CHILD FIND and its purpose.

Each July, the DoSE prepares (or reviews and revises) a written notice about RPSD's CHILD FIND efforts. The notice requests anyone in the community who knows of a child or youth who may have a disability and needs specially designed instruction and related services to contact the DoSE or the DPP by letter, phone or in person.

Public Notice Content (2.1.1 #2B and 2.4.1 #2B)

The DoSE includes the following content in the notice (see Appendix A for a copy of the notice):

a. The name, address, and phone number of the DoSE and the DPP;

b. A statement that RPSD will identify and evaluate any child or youth who may have a disability, regardless of the severity, including a child or youth who:

- is not in school;

- is under the age of twenty-two (22);

- sleeps in a home, facility, residence, or elsewhere within the district's geographical boundaries; and

- may require specially designed education and related services in order to have a free appropriate public education;

c. The days and hours that the DoSE and DPP can be reached;

d. A statement advising parents of their child's right to a free appropriate public education;

e. A statement that interpreter services are available to accommodate a variety of needs;

f. A statement that information collected includes, but is not limited to, name and age of the child or youth; name, address, and phone number of the parent or guardian; suspected disability; and other information needed to determine the need for referral for specially designed instruction and related services;

g. A statement that RPSD uses the following methods to collect information:

- student record review;

- basic assessment of all children and youth;

- mass screenings; and

- phone calls and letters from the general public, private and other public agencies, parents, relatives, and concerned citizens;

h. A statement that the information collected is used to contact the child's or youth's parents and determine if the child or youth needs to be referred for special education and related services;

i. A list of the types of disabilities that can result in the need for specially designed instruction and related services including hearing impairments, visual impairments, severe emotional disturbance, both deafness and blindness, health impairments, specific learning disabilities, mental disabilities, multiple disabilities, speech and language impairments, physical disabilities, autism, and traumatic brain injury;

j. A statement that RPSD maintains all personnally identifiable information on any child or youth obtained

through CHILD FIND according to district confidentiality policy and procedures;

k. A statement that RPSD:

- keeps records on children and youth in locked files in each school and the central office and in a secure computer system;

- keeps records for a period of seven years after they are no longer needed for educational purposes, unless there is an outstanding request for review;

- gives notice before destruction by shredding; and

- obtains parental consent before disclosing information;

l. A statement that parents and eligible students have the right to inspect, review, and request amendment of records;

m. A statement about where copies of the district's policies and procedures related to children and youth who have disabilities can be obtained; and

n. A statement that RPSD does not discriminate on the basis of race, color, religion, national origin, sex, age, or disability.

Translation of Notice (2.4.1 #2A and 2.4.2 #1B)

When the DoSE identifies a need to publish the notice in another language, the DoSE has the notice translated and published in that language.

To determine the need for translating the notice, each July, the DoSE sends a memo to the DPP requesting information about any families residing in the district who are non-English speaking, have limited English proficiency, or require a different mode of communication. The DPP collects and maintains information about native language, limited English proficiency, and other modes of communication for all families with children and youth in the Radison Public Schools.

When Task Force members, other individuals, or census information indicate there are families who are non-English speaking, of limited English proficiency or require a different mode of communication, the DPP contacts the families by phone or in person to determine the language or other mode of communication used. The DPP maintains a written record of each contact.

The DoSE uses the DPP's file of agencies, individuals, and organizations available to assist in translating notices and other information to locate someone to translate the content of the CHILD FIND notice. The file is organized according to native language, limited English proficiency, and other modes of communication.

When the DoSE is informed of the need for a translation, the DoSE obtains the name of a translator or interpreter from the DPP's files. The DoSE contacts the translator or interpreter by phone to make arrangements for needed services within two (2) working days of identifying the need.

a. If the services are for a written translation, the DoSE mails the content to the translator within two (2) working days of the phone conversation and requests a translation within two (2) weeks. When the translation is returned, the DoSE delivers/mails the translation to the non-English speaking family or families within two (2) working days.

b. If the services are for an interpreter, the DoSE follows the phone conversation with a letter describing the dates, times, and services agreed to on the phone within two (2) working days.

Materials and Methods for **CHILD FIND** Notice and Public Awareness (2.4.2 #1)

The DoSE uses a variety of materials and methods to publish the notice and promote awareness in the community and school facilities, including newspaper ads, brochures, posters, letters, and radio and television spots. Each July, the DoSE:

1. contacts the Kentucky Department of Education (KDE) and Radison County PIPC to obtain quantities of pamphlets, flyers, posters, and bumper stickers that are developed for the statewide CHILD FIND System;

2. has copies of the public notice printed in mass to be included with the pamphlets and posted with posters throughout Radison County; and

3. prepares a news release and public service announcements (PSA) as part of the public awareness campaign (see news release and PSAs in Appendix B).

Distribution (2.1.1 #5B; 2.1.1 #2D; and 2.4.2 #1A-B)

Each August, the DoSE:

a. takes a copy of the notice including any translated versions to the Radison Daily Sun, the newspaper with the greatest circulation within Radison County. The notice is printed in the Wednesday and Sunday editions of the Radison Daily Sun during the first two weeks of September.

b. mails a copy of the public notice and public service announcements, including any translations, to all the local radio and television stations within the district's boundaries. The media outlets are asked to run the notices weekly as public service status beginning September 1 and ending November 1. If the public service status is denied, RPSD pays for running the notices.

At the September Task Force meeting, the DoSE gives packages of materials to the members of the Task Force. The number of CHILD FIND packages for each member is decided at the May meeting. Each package contains:

a. CHILD FIND Brochures,
b. CHILD FIND Posters, and
c. CHILD FIND Public Notices.

Within two working weeks, Task Force members deliver the materials to their agencies and other locations decided on and assigned at the May meeting. The locations include public and private facilities or agencies providing services to children or youth birth through twenty-one (21) located in Radison County, the post office, Radison County Courthouse, fast food restrauants, places of worship, grocery stores, Radison County Health Department, physicians' offices, the Hometown Bus Station, Harvest Home soup kitchen, and other shelters for the homeless.

In-School Activities (2.1.1 #2D)

Each August, the DoSE notifies the RPSD Board of Education and each School Advisory Council that the DoSE and Task Force members are available to make presentations. Presentations are made as requested.

In-school awareness activities include the following:

a. Each September, the DoSE posts CHILD FIND posters in each school building.

b. Before November of each school year, building principals train or update personnel about procedures for due process, confidentiality, and referral of children and youth who may have disabilities and need specially designed instruction and related services.

c. The DoSE writes, or solicits from staff, articles about the educational needs of children and youth who have disabilities. These are published in the August, November, and March editions of RPSD STAFF, the district's personnel newsletter.

d. Annually during the first week of September, principals distribute brochures about CHILD FIND to personnel and students in each school building.

e. Each May, the DoSE gives a description about specially designed instruction and referral procedures to each principal. The description and procedures are included in the student handbooks given to each student at the beginning of each school year according to RPSD procedures for student handbooks.

IV. IDENTIFICATION (2.1.1 #2A and #6; 2.3 #1; and 2.3 #3A)

Identification is an outcome of location activities. Ongoing identification activities include:

1. compiling all available information about the individual child or youth to make a referral decision; and

2. making a referral.

Intake Information (2.3 #2B and 2.1.1 #2B)

During regular office hours, the DPP and the DoSE collect intake information generated from CHILD FIND awareness activities. Intake information comes in many forms including letters, phone calls, or visits from:

a. school personnel,
b. concerned individuals,
c. other public or private agency personnel,
d. administrators of private schools, or
e. parents or relatives.

When initial information on a child or youth is received, the intake person (the DPP or the DoSE) writes the information on the CHILD FIND Intake form (see Appendix C for CHILD FIND Intake Form). An Intake form is not completed when a child or youth is referred directly to the School Based Admissions and Release Committee (see procedures for referral in 3.3.5 Functions of the SBARC). Intake information includes:

1. the name, date of birth, age, sex, and social security number of the child or youth;

2. the address of the child or youth;

3. the date the initial intake information is received by the district;

4. the name, address, home and work phone numbers, and place(s) of employment of the parent(s) or guardian;

5. the name, address, home and work phone number(s), place of employment, and relationship to the child of the person with whom the child resides if the child is not living with the parent(s);

6. suspected disability;

7. history of early intervention, prior school attendance, and screening results;

8. description of services the child or youth is receiving or has received in the past;

9. names of agencies or organizations providing services to the child or youth;

10. language(s) or modes of communication used by the family and the child or youth;

11. the CHILD FIND activity or the reason the individual contacted the school district; and

12. the recommendations and actions taken, including dates and person(s) responsible.

Information Collection and Followup to Intake (2.1.1 #6A-B)

The intake person completes as many items on the intake form as the source can provide. When at least items 1 through 6 of the above intake information list are completed, the intake person reviews the information and accesses the RPSD Child Tracking System (CTS) to determine if the child or youth is a:

a. Non-Resident,
b. Resident: Services Provided, or
c. Resident: Status Unknown.

If the initial intake information does not provide information needed to complete items 1-6, or if the initial information is provided by someone other than the parent or guardian of the child or youth, then within two (2) working days, the intake person contacts the parent or guardian by phone or home visit to determine:

1. if the child or youth is in school or the reason if the

child or youth is not in school;

2. if the parent or guardian is aware of the child's rights and the services available through the RPSD; and

3. any additional information needed to complete the CHILD FIND Intake form.

If three attempts within six (6) working days to contact the parent or guardian fail, then the intake person initiates procedures to identify the child's representative (see procedures for 3.9.1).

Within two (2) working days after talking with the child's representative, the intake person sends a letter to the representative. The letter summarizes the information discussed with the child's representative, the recommendations and the actions taken, including dates and persons responsible. The information in the letter is based on the results of the steps that follow. If consent to release information is needed, the intake person follows RPSD's procedures for 9.0 Confidentiality.

Non-Resident

If the address of the child or youth is not within the district's boundaries, the child or youth is not a resident of RPSD. The intake person consults the directory of school districts or contacts the KDE to determine the district of jurisdiction for the child or youth. Within five (5) working days of determining the district of jurisdiction, the intake person mails a copy of the intake form to the DPP of the child's or youth's district of residence.

Resident: Services Provided (2.1.1 #6C and 2.3 #1A)

Within two (2) working days of receiving sufficient intake information (items 1-6 completed), the intake person accesses the RPSD CTS to determine the next steps to follow. If the child or youth has a CTS file and there is no indication of a need for follow up, the intake person ends the process.

> For example, the child is school age, identified as having a disability and is receiving specially designed instruction and related services.
>
> For example, the child is a toddler who is receiving special services from comprehensive care.
>
> For example, the youth has graduated.

The intake person has updated information entered in the CTS

according to RPSD procedures.

Resident: Status Unknown (2.3 #1B)

Within two (2) working days after receiving sufficient information (items 1-6 completed), the intake person accesses the CTS. If there is no file on the child or youth in the CTS or if the status of follow up cannot be confirmed, the intake person conducts the steps which follow.

1. If initial information or a CTS file does not indicate the child or youth may have a disability (the answer to item 6 is "no"; CTS reports no identified disability), the DPP follows up according to RPSD procedures depending on the age of the child or youth.

   For example, if the child is age 7 and not in school, the DPP follows RPSD enrollment procedures.

   For example, if the youth is age 16 and not in school, the DPP follows RPSD drop out procedures.

2. If initial intake information indicates the child or youth may have a disability (the answer to item 6 is "yes," "maybe," "I don't know," etc.) and the CTS file confirms this possibility (child referred to comprehensive care for evaluation; a referral to an Admissions and Release Committee (ARC) in process; child evaluation in process; ARC due to meet; youth identified as having a disability, received special education and related services but dropped out; etc.) the DoSE contacts the appropriate RPSD personnel based on the age of the child or youth to confirm the identified activity is proceeding. If the activity is not in process, the DoSE follows procedures related to timelines and procedural safeguards to reactivate the process.

3. If initial intake information indicates the child or youth may have a disability (the answer to item 6 is "yes," "maybe," "I don't know," etc.) and the CTS file neither confirms nor negates the possibility (no entries for referral to a teacher assistance team or ARC), the DoSE uses the age of the child or youth to determine the next steps needed.

4. If there is no file in the CTS on the child or youth and intake information indicates the child or youth may have a disability (the answer to item 6 is "yes," "maybe," or "I don't know"), the DoSE uses the age of the child or youth to determine the next steps needed.

The intake person's secretary enters information to create a new file for children and youth not in the system or to update a file currently in the system.

Age Birth to Three

If the child has not reached the third birthday, the DoSE sends a copy of the intake form to the RPSD Early Childhood Coordinator (ECC) within two (2) working days of receipt.

If the ECC receives an intake form from the DoSE and there is not a CTS file on the child, within two (2) working days, the ECC contacts the Early Childhood Specialist at the Radison County Comprehensive Care Center. The ECC reports the intake information and requests follow up. The ECC sends a copy of the intake form to the Early Childhood Specialist within two working days of the request.

The ECC calls Radison County Comprehensive Care Center no more than four (4) working weeks after referral to confirm follow up and results, i.e., the child does or does not have a disability and services provided.

If the ECC receives an intake form from the DoSE and the CTS has a file on the child, the ECC contacts the Early Childhood Specialist at the Radison County Comprehensive Care Center. The ECC makes the contact within two (2) working days by phone or in person. The ECC requests a written report on the referred child.

Within two (2) working days of receipt of a status or follow up report, the ECC's secretary enters the information in the CTS.

Quarterly, the ECC receives a CTS report of the children who have disabilities and will turn three during the next three months. The ECC follows transition procedures described under 7.0 Placement in the Least Restrictive Environment.

Age Three to Six (2.1.1 #4A-C and #6A)

If the child has reached the third birthday, but not the sixth, the DoSE sends a copy of the intake form to the ECC within two (2) working days of receipt.

Prior to the exchange of any personally identifiable information between RPSD and another agency, parental consent for disclosure is obtained according to procedures in 9.0 Confidentiality.

If the ECC receives an intake form from the DoSE and there is a CTS file on the child, the ECC accesses the file to determine with whom to initiate follow up. The ECC contacts the person responsible within two (2) working days by phone or in person. The ECC requests a written status report on the referred child.

If the ECC receives an intake form from the DoSE and there is no CTS file on the child, the ECC reviews the intake information within five (5) days. The ECC determines if the child has been screened for developmental and skill areas.

If screening has been conducted, the ECC contacts the agency which conducted the screening(s) and requests a copy of the screening results and information about follow up that was provided for the child.

Screening is sufficient when the ECC can answer "YES" to all the following.

1. Has the screening been conducted in the following developmental and skill areas:

   a. health,
   b. vision,
   c. hearing,
   d. communication,
   e. gross and fine motor,
   f. cognition,
   g. social and emotional, and
   h. daily living skills (self-help skills; practical living skills)?

2. Has the screening been conducted within the last year?

3. Have the pass-fail criteria for each screening activity been recorded?

4. Were the screening activities conducted in the child's native language or mode of communication?

5. Has the screening information been summarized describing the need for follow up for the child?

6. If the child failed screening, did follow up occur?

If screening has never been conducted, is incomplete, results are not available, or the ECC answered "NO" to any of the questions, then the screening information is not sufficient. When screening information is not sufficient, then within ten (10) working days, the ECC:

1. contacts the child's parent(s) or guardian by phone to schedule the child for screening; and

2. arranges for screening to be conducted according to RPSD Procedures for Screening and Follow Up; or

3. arranges for follow up according to RPSD Procedures for Screening and Follow Up.

Within two (2) working days after talking with the child's parent(s) or guardian, the ECC sends a letter which:

a. describes screening activities to be conducted and the purpose of the screening;

b. includes the date(s), time(s), and location(s), for the screenings; and

c. contains the name, address, and phone number of the ECC.

When the screening information is sufficient, the ECC analyzes the information to determine the following:

a. There are no concerns. No further follow up is needed. The child passed screening and the ECC answered "YES" to all the questions.

b. Follow Up did not take place. The ECC follows the district's procedures for when follow up has not occurred.

c. There are concerns. There is a need for further action because problems continue in spite of follow up; or there are inconsistencies, verified delays, or persistent health problems. The ECC follows procedures for referral for special education and related services (see procedures for 3.3.3 Functions of the AARC).

Age Six to Twenty-two

If the child or youth has reached the sixth birthday, but not the twenty-second birthday, the DoSE uses the intake information and CTS file to decide which steps need to be followed.

a. If the child or youth is of compulsory school age (6 to 16), not enrolled in school and there is no CTS file or a CTS file confirms the child or youth has not previously been identified as having a disability nor received special education services, the DoSE gives a copy of the intake form to the DPP within two (2) working days. The DPP follows the district's procedures for enrollment and attendance.

b. If the child or youth is of compulsory school age, not enrolled in school, and the CTS file or intake information confirms the child or youth previously has been provided special education and related services, the DPP initiates enrollment and attendance procedures.

Within two (2) school days after a child or youth is enrolled, the DPP notifies the DoSE, who refers the

child or youth to the SBARC in the building where the child or youth is enrolled.

c. If the child or youth is enrolled in a RPSD school, the CTS file confirms the child or youth is not currently receiving services, and the intake information indicates the possibility of a disability, the DoSE sends a copy of the intake form within two (2) working days to the SBARC chairperson in the school where the child or youth is enrolled. The SBARC chairperson initiates procedures for a written referral for special education services (see procedures for 3.3.3 and 3.3.5 Functions of the ARC).

d. The DPP initiates RPSD dropout procedures if the intake information or the CTS file verifies the youth:

1. has reached the sixteenth birthday, but not the twenty-second;
2. has a disability and was receiving special education and related services;
3. is not in school; and
4. has not graduated or completed a planned program of studies.

If the DPP confirms that the youth has dropped out of school, the DoSE accesses the CTS to confirm that notices are sent annually regarding the availability of special education and related services. The notices are sent to:

1. the youth's representative if the youth is 16 to 18;

2. the youth, if emancipated (married or 18 through 21); or

3. the youth's guardian, if a court of legal jurisdiction has declared the youth unable to make informed decisions.

If notices are not being sent, the DoSE arranges for notices to be sent according to procedures under 7.9 Transition.

e. If the child or youth is enrolled in a private or parochial school and there is no CTS file, or a CTS file confirms the child or youth has not been identified previously as having a disability, nor received special education services, the DoSE sends the principal of the private school a copy of the intake form and RPSD procedures for referral for special education services (see procedures for 3.3.3 Functions of the AARC). The DoSE requests the principal to provide the needed referral information in writing. After receipt of the

written referral, the DoSE initiates the Administrative ARC process according to district procedures.

Age Twenty-Two or Over (2.1.1 #2A)

If the intake information or CTS verifies that the youth has reached the twenty-second birthday, has a disability and was receiving special education and related services, and dropped out of school prior to completing a program of studies, then within one (1) day of receipt of the intake information, the DoSE sends a copy of the intake form to Transition Services at the Radison County Comprehensive Care Center and the process ends.

V. SCREENING (2.1.1 #3; #4A-H; and #5C; and 2.2 #1 and #2A-B)

The RPSD CHILD FIND system contains information collected through the districts health program including enrollment requirements and routine screening of all children and youth enrolled in RPSD. RPSD personnel use screening information to locate any child or youth who differs from the general population and who may have a disability and needs specially designed instruction and related services.

The regular screening program includes health, vision, hearing, communication, gross and fine motor coordination, cognition, academic performance, social and emotional status, scoliosis, immunizations, and daily living skills (self-help skills). The district's screening program is described in RPSD Procedures for Screening and Follow Up.

Each April, the DoSE, ECC, Instructional Supervisor in charge of testing, and School Health Coordinator meet to review the district's procedures and plans for screening for the next school year. They review the procedures to make sure the district's procedures meet the criteria for locating and identifying children and youth who may have disabilities and need special education and related services. If any gaps are identified in the procedures, individuals are assigned responsibility during this meeting for making corrections.

When the review group can answer "YES" to the following criteria, RPSD screening procedures are sufficient.

a. The developmental and skill areas covered include:

- health,
- vision,
- hearing,
- communication,
- gross and fine motor,
- cognition,

- academic performance,
- social and emotional status, and
- daily living skills (self-help skills, practical living skills).

b. Each procedure or instrument used has criteria for passing and not passing and the district uses the criteria.

c. The instruments, procedures, or techniques used are adapted or translated to the various primary languages or modes of communication of the children and youth screened.

d. All individuals involved in administering the instruments or the screening procedures are trained according to the user's manual or directions.

e. Screening procedures for each developmental or skill area are written clearly and communicated consistently to school staff and other individuals involved in the actual screening.

f. Screening procedures include administering instruments or procedures on a regularly scheduled basis (e.g., teacher observations, interviews, vision screening or group achievement tests) and on an "as needed" basis (e.g., a teacher observes behaviors that indicate a child cannot hear well and refers the child for a hearing screening).

g. Follow Up procedures include methods for:

- sharing the results of screening activities;
- contacting parents and teachers to find out if needed actions were taken; and
- determining if the problem was solved or persists.

h. Procedures include the methods for recording and maintaining screening information in individual student records and CTS files.

Each August, the DoSE, ECC, DPP, Instructional Supervisor in charge of testing, and the School Health Coordinator hold a meeting with the building principals to review the district's procedures and plans for assessing academic performance, screening, and CHILD FIND. At this meeting copies of the procedures for screening and CHILD FIND are given to the principals.

During the first week of school, each principal meets with building level personnel and distributes copies of the procedures.

Follow Up to In-School Screening

If a child or youth does not pass a screening activity, RPSD personnel implement follow up procedures according to RPSD Procedures for Screening and Follow Up. These procedures include but are not limited to: Teacher Assistance Teams, remedial classes, individual classroom interventions, referral to the SBARC (see procedures for 3.3.5 SBARC Functions).

VI. EVALUATION (2.1.1 #2A and #6B and 2.1.1 #7)

Evaluates means a multidisciplinary assessment is conducted through the ARC process according to procedures for evaluation. The purpose of evaluation is to collect additional information that the ARC needs to decide if the child or youth has a disability and needs special education and related services.

The ARC follows the procedures under 3.0 Due Process and 4.0 Evaluation when a child or youth is referred as possibly having a disability and needing specially designed instruction and related services.

VII. CHILD TRACKING SYSTEM (2.3 #1A and #3A-C)

The Radison Public School District has a Child Tracking System (CTS) for collecting, maintaining, retrieving, and reporting current and accurate data on all children and youth enrolled in or served by the district. A CTS file is created when any child or youth enrolls or is located through CHILD FIND. Files are maintained and updated according to procedures described in the RPSD Management Information System Manual.

Through this system, RPSD staff determine the status of each located child or youth in the process of identification, evaluation, or provision of specially designed instruction and related services.

Description of the Child Tracking System (2.3 #2B-D and #3B-C)

The CTS is a multi-level, interactive computer system with terminals in the office of each school building connected to the central processing unit at the central office. A terminal is assigned to each administrator in the central office.

All data are entered, stored, and accessed according to RSPD Management Information Systems (MIS) procedures. (See Appendix D for a sample selection of CTS data elements.)

Reports which do not include child specific data can be accessed or generated by anyone with a terminal using the

procedures or following the instructions in the RPSD Management Information System Manual. Confidentiality is maintained according to procedures described in 9.0 Confidentiality and in MIS procedures.

The data clerk, assigned to each building by the DPP, enters data on children and youth who are enrolled in the district and attending the school where the data clerk is assigned.

Each August, staff from the RPSD Management Information Systems program conduct training on the use of the Child Tracking System for all personnel who use the system. Topics included in the training are: entering data, accessing data, confidentiality, generating reports, etc.

Tracking Children and Youth Who Have Educational Disabilities (2.3 #1A-B; 2.3 #2A-B and 2.3 #3B)

Data on children and youth who have disabilities are entered based on intake information; referral information; notices; ARC meetings; and changes in the status of identification, evaluation, or provision of specially designed instruction and related services.

The data clerk for each school building enters or updates data at least twice weekly. Data are entered or updated on the children and youth enrolled in RPSD, private or parochial schools, or other districts or agencies and receiving services in that school.

The data clerk, principal, assistant principal and counselor(s) are the only staff at each school who may access the CTS for personally identifiable (child specific) data related to the special education program.

Data are entered or updated on resident children and youth receiving services in another school district or agency. The secretary for the DoSE or ECC enters or updates data within two (2) working days of receipt. This includes, but is not limited to, children and youth in:

a. private schools,
b. parochial schools,
c. Head Start,
d. state operated schools,
e. Radison County Comprehensive Care Center,
f. Cabinet for Human Resources' programs,
g. Correctional facilities,
h. home schools, and
i. other school districts.

Within two (2) working days after receipt, the secretary for the DPP enters or updates data on a child or youth who is

suspected of having a disability and who is not currently enrolled in the district.

The DoSE, DPP, ECC, and Instructional Supervisors are the only administrative staff who may access the CTS for personally identifiable (child specific) data related to the special education program. The secretaries for the DoSE, ECC and DPP are the only central office support personnel who may access the CTS for personally identifiable data.

Use of Data (2.3 #2A, #2C-D; and #3A-B)

Data from the tracking system are used by the DoSE, DPP, ECC, and the SBARC chairpersons to:

a. determine the status of an individual child or youth in the location, identification, evaluation, placement, review, reevaluation, and exit-release process;

b. identify the next action steps for the child or youth in the process;

c. generate accurate local, state, and federal reports;

d. monitor the implementation of the RPSD timelines and procedures; and

e. respond to requests for information.

Child or Youth Status - Instant Access (2.3 #2C)

Personnel with access to personally identifiable information use the CTS at any time to determine the status of a particular child or youth in the process of identification, evaluation, or provision of specially designed instruction and services.

> For example, a principal reviews a student's CTS file to determine when to send the parents of the student a notice of an ARC meeting to review the student's placement.
>
> For example, the ECC reviews the CTS file of a three year old child to make sure services have been initiated as agreed.

Timelines - Alerts (2.3 #3C)

At the beginning of each school week, the DoSE and the chairperson of each SBARC access the CTS for "alerts."

The CTS software program uses RPSD's timelines for

identification, evaluation, and provision of services to calculate the maximum number of school, calendar, or work days between events. Reports "announce alerts" when RPSD is in danger of exceeding an established district timeline. The CTS software program also calculates and generates a report using age and instructional levels to project events or activities for transition of children and youth.

> For example, the CTS announces an alert if a date of referral has been entered and a date of notice to the child's representative is not entered within five (5) school days.
>
> For example, an alert is given if a student is due for an ARC review of placement within ten (10) school days and no parent notice of ARC meeting date has been entered.
>
> For example, the CTS gives an alert if a student will "age out" within one month and no post secondary transition data or anticipated services data have been entered in the student's CTS file.

The DoSE receives a monthly report (see Monthly Reports section) to monitor timelines for individual children and youth. If a report shows any timelines being exceeded, the DoSE investigates within three (3) working days. The DoSE contacts the person responsible for entering the data on the particular child or youth. The person explains the reason why timelines were exceeded:

a. the event occurred but follow up data has not been entered yet, or

b. there is no record of the event taking place.

If follow up data has not been entered, the DoSE requests immediate entry and notes the follow up data on the monthly report.

If there is no record of the event taking place, the DoSE contacts the administrator in charge of the program serving the child or youth. Within two (2) working days, the administrator files a written explanation for timelines being exceeded in the education records of the child or youth.

If the reason for exceeding the timelines is outside the district's control (e.g., the parent has not given consent or the student has an extended illness) the investigation ends.

If a RPSD staff person is responsible for district timelines being exceeded (e.g., special education services started without parent consent, referral notice not sent, ARC meeting not scheduled), then the immediate supervisor meets with the

person to identify the cause and develop a corrective action plan, according to RPSD personnel procedures, to avoid such problems in the future.

Reports

The CTS calculates and compiles required local, state and federal reports.

Federal Reports

a. IDEA-B (EHA-B) Child Count
b. Chapter 1 (P.L. 89-313) Child Count
c. Annual Data Report under IDEA
d. Federal Quota Count

State Reports

a. School Census
b. SEEK Funding

The DPP submits state and federal reports which are of a census nature, e.g., December 1 Child Count. The DoSE submits state and federal performance reports related to programs for school age children and youth with educational disabilities, e.g., Annual Data Report under IDEA-B (EHA-B). The ECC submits performance reports related to services and programs for young children with disabilities.

RPSD staff submit all state and federal reports using the required formats and within the timelines established by the regulating agency. Each person prepares reports according to instructions provided and district procedures (See procedures for 12.0 Part B Funds).

Local Reports (2.3 #3C)

The CTS generates reports on a district, school, and teacher basis. Reports are generated annually, quarterly, and monthly as well as when requested. The CTS provides district, building, and teacher reports such as the following:

a. Teacher class lists by school;

b. Services lists by student and location, e.g., Speech Therapy, Physical Therapy, Orientation and Mobility Training, Interpreter Services, Reevaluation, Vocational Assessment;

c. Service lists by student and contracted provider;

d. Children and youth by type of disability and age;

e. Children and youth by type of disability and location;

f. Children and youth by type of disability, placement settings, and age;

g. Youth aged 16 and over who have "dropped out" and who are, or are not, emancipated;

h. Special transportation needs by student and school;

i. Private school children and youth served by RPSD;

j. RPSD children and youth served out of district by another school district or agency; and

k. Other districts' children and youth served by RPSD.

RPSD staff use the reports for long range planning, monitoring implementation of RPSD procedures, monitoring compliance with state and federal requirements, and evaluating the success of a project or program.

For example, the DoSE uses the service lists to project the numbers of personnel needed and estimate fiscal commitments.

For example, the DoSE and DPP use the "drop out" list to determine who will receive notices related to free appropriate public education (e.g., the parent or emancipated youth).

For example, the Director of Transportation uses the special transportation needs list to plan for efficient use of available equipment and personnel, to order needed equipment, and to estimate fiscal commitments.

Quarterly Reports (2.3 #3C)

The CTS generates quarterly reports on the basis of anticipated events for each active file for a child or youth. Ten (10) working days before the end of each quarter (March 31, June 30, September 30, December 31), the DoSE, ECC, and SBARC chairpersons receive reports by name of child or youth and location and events due to occur during the next three months. Events include but are not limited to:

a. primary transition,
b. middle school transition,
c. secondary transition,
d. post secondary transition,
e. reevaluation,
f. vocational assessment,

g. multi-level course of study,
h. completing planned program of study,
i. aging out,
j. extended school services,
k. extended school year,
l. IEP review, and
m. placement review.

The ECC receives reports related specifically to children under age 6. The SBARC chairpersons receive reports on children or youth enrolled in their respective schools. The DoSE receives reports on Administrative Admissions and Release Committee (AARC) responsibilities such as private school children served and RPSD children placed outside the district.

The DoSE, ECC, and SBARC chairpersons use these reports as triggers for actions such as notifying parents of ARC meetings; notifying parents of reevaluations; or preparing the content of notices.

> For example, the purposes of an annual SBARC meeting are to review the youth's IEP, plan for transition from middle school to secondary school, develop a multi-level course of study and review placement.

Monthly Reports (2.3 #3C)

The CTS generates monthly reports on the basis of activities which have been reported during the month for each active file for a child or youth. Within three (3) working days after the close of each school month, the DoSE, ECC, and each SBARC chairperson receive a report listing children and youth by location and action. Actions include but are not limited to:

a. referred
b. referred, not placed,
c. ARC meeting held
d. evaluated initially
e. reevaluated
f. reevaluated by request
g. vocational assessment conducted
h. IEP developed
i. IEP revised
j. placed-diagnostic
k. placed-trial
l. placed-temporary
m. placement reviewed or revised
n. services initiated
o. services ended (exited special education services)
p. graduated
q. completed planned program
r. "dropped out"
s. withdrew

t. timelines or events missed

The DoSE, ECC, and each SBARC chairperson use the monthly reports to validate that state and federal requirements, including procedural safeguards, are being met; to locate "glitches" in RPSD procedures; and to activate follow up procedures as needed.

For example, three consecutive monthly reports show an average of three initial evaluations and five reevaluations are not being conducted within the district's timelines. The DOSE investigates why this is occurring and finds that each of the four child evaluation personnel can only conduct evaluations, prepare and report results, and attend ARC meetings for an average of fifteen children and youth a month and an average of seventy evaluations are needed per month. The DoSE initiates district procedures to hire another evaluator and contracts with a private provider for evaluation services until additional staff can be employed.

For example, two consecutive monthly reports indicate that only two out of fifteen notices to parents of children referred at Radison Central Elementary were sent within the district timelines. The principal investigates and finds that the data clerk is not entering the date when a notice is sent to parents. Instead, the clerk is entering the date when data about the notice is put into the system. Within five school days, the data clerk is retrained on procedures for entering data and the files are corrected. The procedures are reviewed and revised by MIS to clarify what dates are to be entered for each action.

Annual Reports (2.3 #3C)

The CTS generates annual reports of the total numbers of children and youth by service or event. Within two weeks after the end of each fiscal year (June 30), the DoSE receives reports such as:

a. child find intakes,
b. child find intakes served,
c. referred,
d. referred, not placed,
e. evaluated initially,
f. reevaluated,
g. reevaluated by request,
h. services ended (exited special education services),
i. graduated,
j. completed a planned program,

k. "dropped out",
l. placed,
m. placed-trial,
n. placed-temporary,
o. placed-diagnostic services,
p. type of services,
q. served out of district,
r. private school students served,
s. specially transported,
t. type of transition,
u. extended school services,
v. extended school year,
w. 0-2 referred,
x. served by age groups

The DoSE uses the annual reports for long range planning, evaluating the success of projects or programs, projecting needs, etc.

For example, the annual report shows 25% of youth are "dropping out" with parent permission at age 16 and 15% are "dropping out" at age 18 without completing requirements for a diploma or completing a planned program of study. The DoSE, DPP, and others develop an intervention plan directed to preventing youth who have educational disabilities from "dropping out". The data in the report serves as baseline data for evaluating the effectiveness of the plan.

For example, three years of data show an average of one hundred children and youth need extended school year services each year. The DoSE uses this information to project personnel and fiscal resources needs for each year.

VIII. PROGRAM EVALUATION (2.3 #3C-D)

Overview

The DoSE, DPP, and ECC collect and use information throughout the year to evaluate the effectiveness and efficiency of the CHILD FIND System and make informed decisions about the system. The DoSE, DPP, and ECC use evaluation information based on the program goal and expected outcomes to:

a. provide periodic feedback for continuous control and refinement of plans and procedures;

b. detect or predict problems in the design or implementation of the plan and procedures; and

c. identify and monitor potential sources of failure in the program such as interpersonal relationships, communication

channels, logistics, and inadequacy of resources: fiscal, physical, people, or time.

Evaluation Process

RPSD personnel use the following basic process to evaluate the effectiveness and efficiency of programs (see procedures for 12.0 Part B Funds). The process includes the following steps:

1. define program goal and outcomes,
2. formulate evaluation questions,
3. compile and analyze data,
4. draw conclusions and make decisions,
5. report and use evaluation results, and
6. annually review and revise, as necessary, the evaluation process.

Program Goals and Outcomes

The Dose, DPP and ECC use the following program goal and outcomes for child identification. These are based on legal obligations and standards:

PROGRAM GOAL: A system to locate, identify, and evaluate any child or youth, within the boundaries of the district who may have a disability, regardless of the severity, and needs specially designed instruction and related servics.

OUTCOME A: The name and physical location of any child or youth, birth through twenty-one (21), who may have a disability and needs specially designed instruction and related services.

OUTCOME B: A referral decision based on all available information collected on the child or youth identified as possibly needing specially designed instruction and related services.

OUTCOME C: Evaluation of any child or youth identified and suspected of having a disability.

OUTCOME D: A system to track the status and monitor the progress of each child or youth in the process of location, identification, and provision of services.

Evaluation Questions

Quarterly, the DoSE, DPP, and the ECC answer questions such as the following to evaluate the effectiveness and efficiency of the CHILD FIND System:

OUTCOME A Questions:

1. Were names of children and youth who may have disabilities obtained for the following age groups?
   - birth through two
   - three through five
   - six through seventeen
   - eighteen through twenty-one

2. What were the sources of the names? (e.g., posters, newspaper, personnel development activities, Task Force, brochures, letters, handbooks, publications)

3. Was the location of each child or youth obtained?

4. How many names and locations were obtained for each age level?

5. What sources and sites provided the greatest numbers of names?

6. Were the numbers of names obtained by age group consistent with numbers obtained in past years?

OUTCOME B Questions:

1. Was an action taken for each child or youth located?

2. How many located children and youth were already identified as having a disability and being served by RPSD?

3. How many located resident children and youth (not already identified and served) were referred as possibly having disabilities for the following age groups?
   - birth through two
   - three through five
   - six through seventeen
   - eighteen through twenty-one

4. How many children and youth in the following age groups were dertemined to have a disability?
   - birth through two
   - three through five
   - six through seventeen
   - eighteen through twenty-one

OUTCOME C Questions:

Outcome C evaluation questions and procedures are in 4.0 Evaluation.

OUTCOME D Questions:

1. Can the status of a child or youth be determined using the CTS for the following:
   - location
   - identification
   - evaluation
   - provision of serivces
   - re-evaluation
   - review
   - exit or release
   - transition
   - due process

2. Using the CTS, can the next steps needed for each child or youth be identified?

3. Can accurate local, state, and federal reports be generated?

4. Are the reports generated according to timelines?

Compile and Analyze Data

The DoSE, DPP, and ECC collect data needed to answer the questions from sources such as:

a. intake information;

b. CTS files on children and youth;

c. documentation of CHILD FIND activities (dissemination logs, training agendas, correspondence, etc.)

d. informal parent and personnel interviews;

e. CTS reports; and

f. results from corrective action plans.

Data are tabulated and sorted according to the questions for each outcome. Quarterly, the DoSE, DPP, and the ECC review compiled data and answer questions for each outcome. The answers are summarized. The DoSE, DPP, and the ECC individually analyze evaluation data. If evaluation results indicate a problem, the DoSE, DPP, and ECC meet to validate the problem, investigate the cause, and develop a corrective action plan.

Draw Conclusions and Make Decisions

The DoSE, DPP, and the ECC interpret answers to determine:

a. which activities were successful and why;

b. which activities were unsuccessful and why;

c. any unanticipated results and possible reasons they occured.

The DoSE, DPP, and the ECC discuss conclusions and decide to:

1. continue CHILD FIND activities as they are;

2. continue, but revise, basic activities;

3. initiate new activities; or

4. terminate ineffective or inefficient activities.

> For example, the DoSE, DPP, and and ECC use evaluation information to make decisions about: selection of content for letters, notices, intake form, etc.; the sequence of strategies or activities; media; use of personnel; funding; and adding or deleting components to the system.

Report and Use Evaluation Results

The DoSE uses evaluation results to prepare:

a. corrective action plans, as needed;

b. the Annual IDEA (EHA) Part B Data and Performance Reports (according to procedures in 12.0);

c. a report to the Superintendent each April; and

d. the CHILD FIND plan each year at the May Task Force meeting.

Review and Revision of Evaluation Process

Annually the DoSE, DPP, and ECC review and revise the evaluation process according to the procedures in 12.0 Part B Funds.

APPENDIX A

RADISON PUBLIC SCHOOL DISTRICT
CHILD FIND NOTICE

Radison Public School District has an ongoing CHILD FIND System. The purpose of the CHILD FIND System is to find any child or youth who may have a disability and need special education. Radison Public Schools are looking for those children and youth, age birth up to 22 years, who are not in school or those who are in school but not receiving the special education they need to have an appropriate public education.

Radison Public School District will make sure any child or youth who has a disability, regardless of how severe the disability, is provided an appropriate public education. This education will be at no cost to the parents of the child or youth.

Children and youth with disabilities means those who have hearing impairments, vision impairments, severe emotional disturbance, both deafness and blindness, health impairments, specific learning disabilities, mental disabilities, multiple disabilities, speech and language impairments, physically disabilities, autism, or traumatic brain injuries.

Parents, relatives, public and private agency employees, and concerned citizens are urged to help Radison Public School District find any infant, toddler, child, or youth who may have a disability and need special education and related services. The school district needs to know the name and age or date of birth of the child or youth; the name, address, and phone number of his or her parents or guardian; the possible disability; and other information to determine if special education is needed.

Letters and phone calls are some of the ways Radison Public Schools collect the information needed. The information the school district collects will be used to contact the parents of the child or youth and find out if the child or youth needs to be evaluated or referred for special education services.

If you know of a child or youth who lives in Radison County, may have a disability, and is not receiving needed services bring, telephone, or send information to:

Mr. John Doe, Director of Special Education, or
Dr. Jane Smith, Director of Pupil Personnel
Radison Public School District
314 Main Street
Home Town, Kentucky 41234

The district office is open between 8:00 am and 4:00 pm Monday

through Friday. The phone number is 555-1234.

CHILD FIND activities will continue throughout the school year. As part of these efforts, Radison Public Schools will use screening information, student records, and basic assessment information it collects on all children and youth in the district to help locate those children and youth who have a disability and need special education.

Any information the district collects through CHILD FIND about children and youth who may have disabilities is maintained confidentially. Parents and eligible students have the right to inspect and review their educational records, as well as ask for changes in the records if they disagree with the information in the records. Radison Public School District has policies and procedures for keeping information confidential. These policies and procedures are based on the Family Educational Rights and Privacy Act and the Individuals with Disabilities Education Act.

Radison Public School District keeps child and youth records in a secure computer system and in locked files in each school and the central office. Records are kept for at least seven years after they are no longer needed for educational purposes. They are kept longer if there is an outstanding request to review them. The district gives notice before destroying the records by shredding them. The district obtains parental consent before disclosing information from the records.

Copies of the district's policies and procedures as well as information about disabilities and special education are available from Mr. Doe, the Director of Special Education and from the principal at each of the Radison Public Schools.

If you know of someone who may need this notice translated to another language, given orally, or delivered in some other manner, please contact Mr. Doe or Dr. Smith at the address or phone number shown above.

The Radison Public Schools do not discriminate on the basis of race, religion, national origin, sex, age, or disability.

APPENDIX B

PUBLIC SERVICE ANNOUNCEMENTS

RADIO SPOTS

20 Seconds

Every child who has a disability has the right to a free appropriate public education--but not all children are receiving one. Please help Radison Public Schools by joining us in CHILD FIND. If you know of any child who isn't in school, please call 555-1234. That number again is 555-1234.

25 Seconds

Every child who has a disability has the right to an education, but some children in Hometown are not getting one because they are not in school. The Radison Public School District would like to help these children prepare for their future, but we can not help if we don't know who these children are. Please help us find these children. Join CHILD FIND. If you know of any child who has a disability and is not getting an education, please call 555-1234. That number again is 555-1234.

30 Seconds

All children can learn, but some learn differently. Some children need more help than others because they have a disability. We can help by accepting individual differences: at home, at work, and at school. The Radison Public School District urges you, through CHILD FIND, to give every child a chance to learn. If you have or know of an infant, toddler, child, or youth who has a disability and is not getting needed special help, call the Radison Public School District at 555-1234. Let us know you care by calling 555-1234.

TELEVISION SPOTS

15 Seconds

VIDEO: Slide of CHILD FIND poster with phone number (555-1234).

AUDIO: There are children in Radison County who are not receiving the education they need to be successful adults. You can help these children by joining CHILD FIND. If you know of any child who is not in school, please call the Radison Public Schools at 555-1234.

30 Seconds

VIDEO: Slide of a toddler sitting at home.

AUDIO: Somewhere in your neighborhood is a child who needs special help and who is not getting it. All children are different, and some cannot keep up with the others without help. If you have, or know of a child who needs special help or services call the Radison Public Schools.

VIDEO: Slide of phone number (555-1234) on plain background.

AUDIO: The number is 555-1234. Help us seek out that child. It could be the most important call you ever make.

NEWS RELEASE

HOMETOWN, KENTUCKY. Every child who has a disability has the right to an education. The problem is that not all children are receiving one. Many children throughout Kentucky and some in Radison County are not in school or in any kind of special program.

The Radison Public School District plans to correct this situation by arranging a CHILD FIND campaign to locate infants, toddlers, children, and youth with disabilities who are not receiving the special services they need. If they are school age children and not in school, Radison School District needs to find out why they are not in school. With this information the school district will be able to discover the needs of the children and plan their program.

"Basically, we want to plan and use programs which will be helpful for all children," said Dr. Jane Smith, Director of Pupil Personnel for Radison Public School District.

"But, in order to do this," she added' "we must find the children first. We are urging everyone in Radison County to give us the name and address of any child or youth with a disability who is not in school."

To find out more about CHILD FIND or to give the school district information about a child or youth who is not in school, phone 555-1234 or write Dr. Smith at Radison Public School District, 314 Main Street, Hometown, Kentucky 41234.

Date_____

APPENDIX C

RADISON PUBLIC SCHOOL DISTRICT

CHILD FIND Intake Form

Name of person giving information_____

_____ Phone number_____

Relationship to child _____

Is the parent aware that you are calling? ____Yes ____No

Do you want your name kept confidential? ____Yes ____No

How did you know to contact this office? _____

_____

Person receiving initial intake information _____

==========

Child or youth information:

Name*_____Age*_____

Date of birth* _____ Male*____ Female*____
mm/dd/yy

Soc. Sec #* _____ Phone number* _____

Current address*_____

_____

Mode of communication or native language if other than English _____

What type of problem (suspected disability) is the child or youth having?*_____

_____

Describe any help the child or youth is currently receiving?

_____

_____

Agencies or organizations providing services_____

* Minimum information items needed for further action.

Date_____

Describe any help the child or youth received in the past___

_____

Has the child or youth ever attended school? ___ Yes ___ No

If yes, when _____ and where _____

_____

If no, why not? _____

_____

==========

Parents or Guardian information:

Does the child or youth live with a parent? ____Yes ____No

Mode of communication or native language if other than English _____

Father*_____ Mother*_____

Address*_____ _____

_____ _____

Home phone number*

_____ _____

Place of employment*

_____ _____

Work phone number*

_____ _____

==========

Representative Information:

If the child or youth does not live with a parent, with whom does the child or youth live (child's representative)?

Name*_____

Address*_____

_____

Home phone number*_____

* Minimum information items needed for further action.

Date_____

Place of employment*_____

Work phone number*_____

What is the relationship to the child or youth?*_____

_____

Mode of communication or native language if other than English _____

==========

Description of all follow up activities. Include dates and persons responsible for each.

Actions taken _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Recommendations _____

_____

_____

_____

_____

_____

Referred to _____

_____

_____

_____

_____

_____
Signature of intake person

* Minimum information items needed for further action.

APPENDIX D

RADISON PUBLIC SCHOOL DISTRICT

CHILD TRACKING SYSTEM

Selected Data Elements

DIRECTORY

1. identification number*
2. last name*
3. first name*
4. middle initial*
5. address*
6. LEA of residence*
7. LEA of enrollment*
8. birth date*
9. sex*
10. race or ethnic group*
11. mother's name*
12. address*
13. phone*
14. primary language or mode of communication*
15. father's name*
16. address*
17. phone*
18. primary language or mode of communication*
19. guardian*
20. address*
21. phone*
22. primary language or mode of communication*
23. foster parent*
24. surrogate parent
25. status of record*
26. reason inactive*

PERSONNEL

1. identification number**
2. last name**
3. first name**
4. middle initial**
5. personnel category**
6. full time equivalency**
7. personnel qualifications**
8. expiration date**
9. home address**
10. phone**
11. years experience**

BUILDING

1. home school*
2. building number*
3. address*
4. phone*
5. principal*
6. school attending*
7. building number*
8. address*
9. phone*
10. principal*
11. reason not attending home school*

TRANSPORTATION

1. reason transported*
2. type transportation*
3. travel time one way*
4. provider*
5. directions to home*

PROGRAM

1. primary disability
2. secondary disability
3. teacher*
4. grade*
5. funding eligibility
6. transfer student*
7. time limited placement
   - diagnostic
   - trial
   - temporary
8. placement by setting
9. amount of time in each setting
10. special services by type
11. amount of time per service
12. service provider
13. anticipated services when student exits RPSD

* Data kept on all RPSD students

** Data kept on all RPSD employed or contractual personnel

TIMELINES

[all entries are dates]

1. referral
2. parent notice of referral
3. parent notice of ARC meeting (AARC or SBARC)
4. ARC meeting
5. parent notice of evaluation/reevaluation
6. consent to evaluate
7. evaluation complete
8. eligibility determined
9. IEP developed
10. IEP copy to parent
11. parent notice of placement
12. consent to place
13. IEP initiated
14. reevaluation requested
15. revaluation complete
16. vocational assessment complete
17. review/revision of IEP
18. review/revision of placement
19. trial placement
    - start
    - end
20. temporary placement
    - start
    - end
21. diagnostic placement
    - start
    - end
22. due process hearing request
23. due process hearing results

RELATED SERVICES REIMBURSEMENT

1. parent contacted
2. parent consent to request reimbursement
3. medicaid eligible
4. medicaid number
5. insurance coverage
6. insurance carrier
7. agency
8. address
9. phone number
10. contact person

INTAKE

1. date
2. Child Find prompt
3. previous services
4. suspected disability

* Data kept on all RPSD students

** Data kept on all RPSD employed or contractual personnel